## Tennessee Federal Programs Consolidated Planning & Needs Assessment **Process**

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#### ★ Our purpose---

- ★ To provide the necessary information, structure, & resources to do Consolidated Planning in a productive way
- **★**To reinforce educators in high performing school systems to continue working their plans to benefit their students





#### **NCLB**

★ Affects educators & children in TN (& in every state) in many significant ways.





- Stronger accountability for results;
- Greater flexibility for states, school districts & schools in the use of federal funds;
- More choices for parents of children from disadvantaged backgrounds;
- An emphasis on teaching methods that have been demonstrated to work.



# Consolidated Planning Deals with

 Greater flexibility for states, school districts and schools in the use of federal funds;

 An emphasis on teaching methods that have been demonstrated to work.



#### **NCLB**





Student Achievement



Highly Qualified



Consolidated Planning

Is the Way to Meet the Challenges

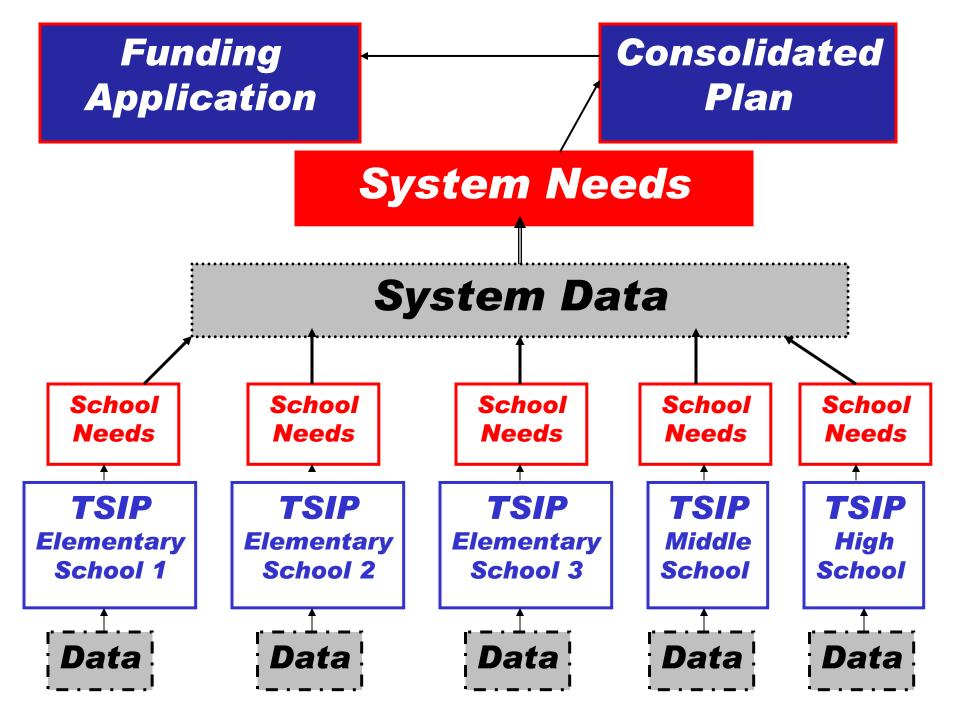




## Consolidated Plan

- ONE System Plan;
- System Improvement Plan = TSIP;
- A New 5 Year Plan;
- The System's Plan for Support & Accountability;
- Information for Consolidated Application





# No Child Left Behind mandates

Consolidated Planning

But, not this specific model

- ★ A planning process for all Federal (Title) Programs-coordinated to ensure that planning is not done in isolation from other planning & improvement initiatives.
- ★ Required for all Federal Programs, but can include all other programs in a district.



★ Built on the foundation of highquality School Improvement Plans and LEA Plans.

★ A parallel planning process— Consolidated Planning at the district level is consistent with TSIP at the school level.



★ A means for supporting individual schools' plans--identifying resources & funding to carry out their plans.





- \* A way to provide opportunities for educator & public involvement, input, comment, and feedback.
- ★ Cyclical providing long-term structure for continuous improvement & ongoing renewal.
- ★A key element in systematic, comprehensive system & school improvement &/or reform.



## **Prior to NCLB**

- ★ Seldom did program coordinators explore how their programs could complement each other
- ★ Administrative functions were typically organized around programs and funding sources

#### **Prior to NCLB**

★ Most schools, districts, & SDEs did not coordinate federal categorical programs to work together for the achievement of common goals.

★ Separate applications for federal programs were required even though they served the same children.

#### With NCLB

Individual strategies for improving the quality of the educational programs



More comprehensive strategies to improve every aspect of the schooling experience.



#### With NCLB

Comprehensive Strategies >>

Address the interrelatedness of the direct & indirect influences on students' academic progress (e.g., the climate & culture of individual schools & the district as a whole).



 The Good News--Comprehensive strategies are working to increase student achievement

 The Bad News--Schools are dealing with decreased resources. \* Meaningful change can occur only if--

All available resources are focused on common goals & used efficiently by all federal programs

- ★ Is a way to integrate programs
  - ★ Resources >> maximized
  - ★ Program fragmentation & duplication >> minimized
- ★ Serves as a catalyst for communication & collaboration among educators and stakeholders



- Allows, even encourages--flexibility & innovation for districts in implementing school improvement efforts
- Schools & districts are aligning programs with federal requirements--developing their beliefs & mission, assessing needs, setting goals, & using resources to reach their goals.

## Learning of All Students

Students with special needs get the support to reach high standards

# No Child Left Behind mandates

Consolidated Planning occur prior to school systems receiving federal funds

>>Using this model or another comparable planning model

## **Goals of Consolidated Planning**

- to address NCLB requirements
- to use a "research-based" process
  - -credible, effective, & efficient
  - -building on improvements
- to fit our context--Tennessee School Improvement Planning (TSIP or SIP)



Consolidated Planning can be complex,

 But for many Tennessee systems, Consolidated Planning is not a new requirement.

# Previous Planning Efforts

- ★ Quality of the Plans & Quality of the Planning Process
  - ★ Some excellent plans in many, but not in all school systems.
  - ★Some extensive cooperation & collaboration, but not in all school systems



#### **★ Our assumption is --**

★ Every school system is at a different point in terms of its knowledge of & experience with system-wide planning



#### ★ On a scale of 1 to 10--

#### Where is your district?

★1 = No plan (BOE 5 yr Plan, Strategic Plan)
No clue,
No experience



★10 = Current plan, Knowledgeable, Experienced in planning

# Consolidated Planning & Needs Assessment Process--

- a set of steps, each essential to the integrity of a quality planning & needs assessment process.
- self-assessment questions to assist the planning team in moving through at an individualized & appropriate pace.



# We are planning for ourselves & for our students—

- ★ Not because it is mandated
- ★ But to be our roadmap toward the destination of improved student learning & motivation
- ★To meet student needs in the best ways we can

# We are planning for ourselves & for our students—

★ If done right, assessing needs & planning will result in increased student achievement

★ Getting results is the real test of the quality of planning.



# IF Consolidated Planning is to bring about Improvement--

- ★ THEN it must be based on thoughtful reflection.
- ★THEN it is important to have a full understanding of the change process.
- ★THEN educators need to be mindful of schools' varying capacity for change.



# IF Consolidated Planning is to bring about Improvement--

★THEN educators need to keep their focus for the longer term.

★THEN educators must ensure tight alignment & integration of programs.





#### Barriers--

- ★ Resistance--individual program resources, power, & control.
- ★ Traditional practices of isolated efforts, programs, & decisions
- ★ Lack of experience in collaborating across programs
- ★Lack of understanding of the Change Process





#### Barriers--

- ★ A history of reacting to problems with "quick fixes"
- ★ Habit of intuition- or opinionbased decisions rather than databased decisions
- ★ Reluctance to make information
- & plans known to others





## Barriers--

- ★ "Smorgasbord" approach to program planning & professional development--not needs based
- ★ Limited improvements from previous efforts
- ★ "In the Box" thinking & maintenance of "Status Quo"
- ★ "This Too Shall Pass" mentality





## **Barriers**--

★ Which of these are Barriers in your district?

\* Any other Barriers?



# Consolidated Planning can

- ★ Reinforce educators & stakeholders
- ★ Create success expectations
- ★ Begin an upward spiral of continuous progress



## **Major Participants**

- ★ Educators (who could represent both public and non-public or private schools in the district)
- ★Parents (Parenting Adults/Guardians) & Community Members
- ★Members of the Public Health Community
- **★Federal Program Consultants**



# Consolidated Planning Timelines

- ★ 2003-04 Cycle >> Planning
  - ★ The Consolidated Plan & Funding Application submitted Spring, 2004

# Consolidated Planning Timelines

2003-04 Cycle

Elementary TSIP &

Consolidated Planning

2004-05 Cycle
High School TSIP &
Consolidated Planning

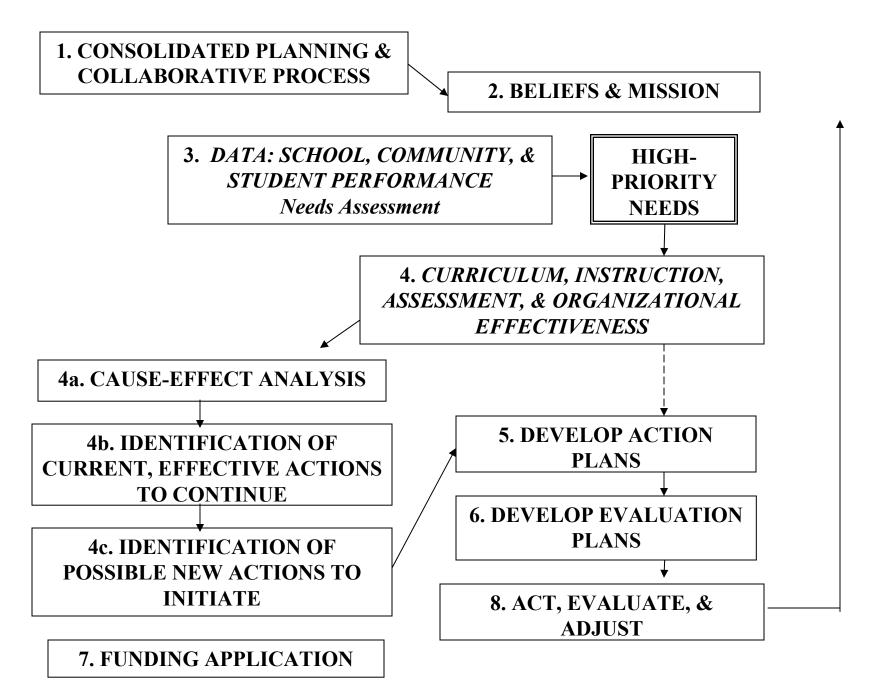
**2005-06 Cycle** 

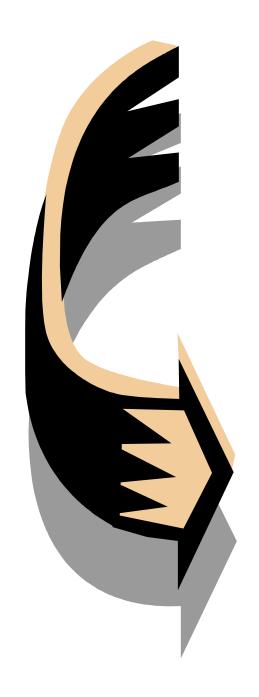
TSIP & Consolidated Planning

## Consolidated Planning

Responsibilities of Planning Team

Responsibilities of Federal Program Consultants





**Everybody** is in favor of progress; It's just the change that they don't like.

# 1. CONSOLIDATED PLANNING & COLLABORATIVE PROCESS

Leadership is the key to getting the task done—and done right.

**Identify Leadership** 

Review Goals of Consolidated Planning, Time Requirements, & the Funding Application

Review & Designate Roles & Responsibilities

Plan for Accomplishing the Process

**Develop a Plan for Communications** 

- Who should be involved as leaders of the planning process?
- Which stakeholder groups should have representation (& who should be the individuals involved)?
- What are the major planning tasks--what, who, when, how?
- How can we ensure effective communication with our stakeholders?

#### 2. BELIEFS & MISSION

### Begin with the END in Mind

Review Leadership for School Improvement and Standards for School Leaders

Review Your System's Beliefs & Mission

Review Leadership for Learning:
High-Performing Districts & Schools

**Envision the Possibilities** 

### Beliefs--

- Are our expectations, aspirations, & hopes--dreams for the future.
- Guide our everyday actions and decisions.
- Are critical determinants of our students' successes in life.

When high, but attainable expectations prevail, extraordinarily positive results can occur.

To what extent do we act on our beliefs?

# 3. DATA: NON-ACADEMIC & ACADEMIC-CONDUCT THE NEEDS ASSESSMENT

Planning is ALL about the DATA

Student Needs are the Focus

- Acquire current SIP from each school & other system-level plans;
- Identify the non-academic & academic data;
- Decide if data are adequate;
- Disaggregate data by NCLB subgroups;
- Identify accountability subgroups;
- Analyze data--strengths & needs;
- Prioritize & list needs.

### **Non-Academic Data:**

- Student Demographics
- Educator Demographics
- School Demographics
- Community Demographics

### **Academic Data:**

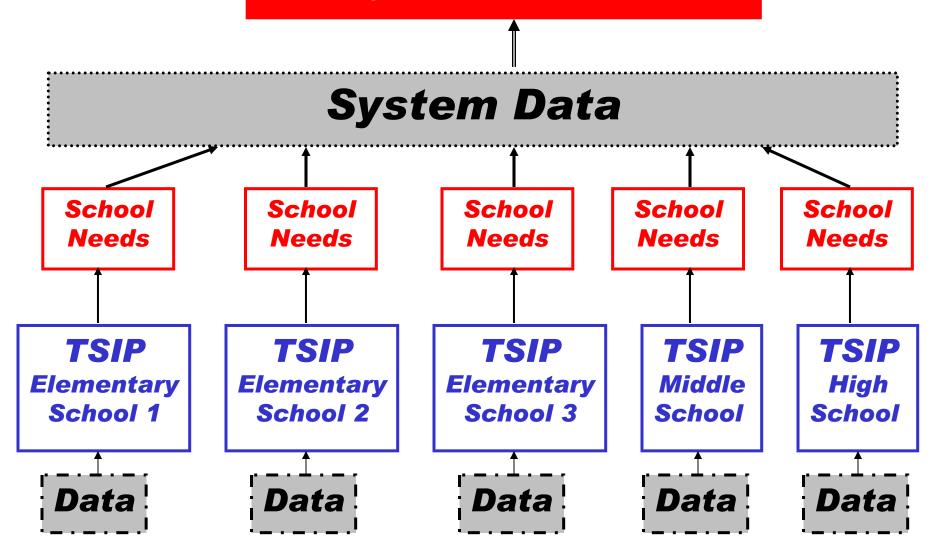
- TCAP grades 3-8
- TCAP-Alternative
- TVAAS
- Writing Assessments
- End of Course Assessments
- Gateway Tests
- SAT/ACT
- Local District PreK-2 Assessments
- District-required Assessments
- Any Additional Assessments

# Data presented according to the Required Student Subgroups, when applicable:

- Race or ethnicity
  - o White
  - o Hispanic
  - o Black
  - o Native American
  - o Asian/Pacific Islander
- SES (Socio-Economic Status)
- Special Education
- LEP (Limited English Proficiency)

Data could also be disaggregated by two additional student subgroups, if applicable:

- Migrant, and
- Homeless.





Non-Academic Needs

**Academic Needs** 

- \* Attendance Rates
- \* Highly Qualified Teachers in MS Math
- \* Reduce numbers of students suspended
- **★ Graduation Rates**

Non-Academic Needs

Academic Needs

- ★ Proficient & Advanced in Reading
- ★ #s of Special Ed students proficient in Reading
- **★ Students scoring > 19 on ACT**
- **★** #s of 5th grade students proficient in Writing

Non-Academic Needs

Priorities

- 1. Attendance Rates
- 2. Graduation Rates
- 3. Highly Qualified Teachers in MS Math
- 4. Reduce numbers of students suspended

#### **Academic Needs**



- 1. Proficient & Advanced in Reading
- 2. #s of 5th grade students proficient in Writing
- 3. #s of Special Ed students proficient in Reading
- 4. Students scoring > 19 on ACT

# 4. CURRICULUM, INSTRUCTION, ASSESSMENT, ORGANIZATIONAL EFFECTIVENESS

System-level Strengths & Challenges in the four major areas of:

- **♦ Curriculum**
- Instruction
- Assessment
- Organization

#### **CURRICULUM & STANDARDS**

Information about the current level of implementation in terms of--

- \*quality, consistency & equity (is of appropriate rigor across all student groups),
- \*with specific evidence about how needs of individual students & specific student groups are met & the pacing of learning expectations;
- \*degree of resources, assistance, & communication.

#### INSTRUCTION

Information about level the current of implementation in terms of--

- \*support for & use of effective instructional strategies in terms of quality, consistency, & equity with specific evidence about how needs of individual students & specific student groups are met;
- ★evidence of highly qualified teachers & paraprofessionals;
- ★ information about level of resources & assistance.

#### **ASSESSMENT**

Information about level the current of implementation in terms of--

- ★ support for & use of effective assessment methods in terms of quality, consistency, & equity with specific evidence about how needs of individual students & specific student groups are met,
- ★ how student performance databases are updated,
- ★ how current performance is used to design future instruction for individuals and groups.

#### SCHOOL & SYSTEM CLIMATE & CULTURE

Information about the current--

- ★ physical & emotional environment & culture to promote student academic success & attitude towards learning
- ★ educator performance & satisfaction with the profession to achieve the shared vision,
- ★high expectations, safety & order, supportive relationships,
- ★leadership capacity & support critical to improvement.

# ORGANIZATIONAL PROCESSES, STRUCTURE, POLICIES, & PRACTICE

Information about the current--

- \* critical school- & system-level processes,
- \*structures (e.g., class size, grouping),
- ★policies (e.g., parent & community partnerships, attendance, discipline, homework, grading, retention),
- \*practices (e.g., resources including level & quality of resource support for teaching & learning including materials,
  - \*technology, planning time, additional personnel, effective professional development & technical assistance & their allocation) & their relationship to accountability for student learning.

As a result of our analysis of System Level Curriculum, Instruction, Assessment, and Organization Data,

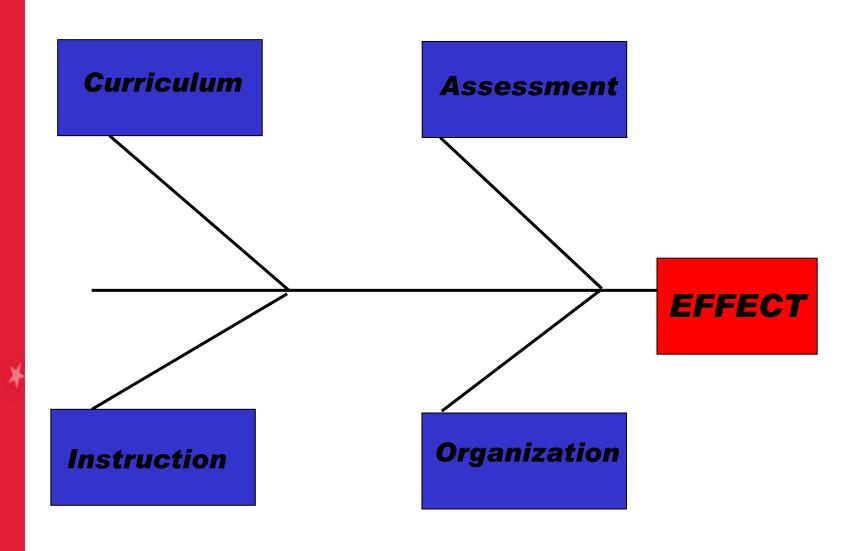
What are our Important Strengths?

Significant Needs?

# 4a. CAUSE-EFFECT ANALYSIS to IDENTIFY POSSIBLE ACTIONS

Optional, but important step-understanding problems is critical to solving them effectively.

Insight into important barriers
& obstacles we must
overcome
AND
important opportunities &
current strengths we must
capitalize on to help our
students succeed.



Cause-Effect (Fishbone Graphic Organizer)



# 4b. IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

"WHAT WORKS"

If it isn't broke, don't fix it!

"WHAT ISN'T WORKING"

Insanity is continuing to do the same thing over & over and expecting different results
--Albert Einstein

# 4c. IDENTIFICATION OF POSSIBLE NEW RESEARCH-BASED ACTIONS TO INITIATE

Educators are constantly searching for a better, more effective & efficient way to meet the needs of students.

From the school reform & improvement literature are effective strategies that work. These recommendations & strategies may have some answers for Tennessee systems & schools.

#### 5. DEVELOP ACTION PLANS

**Priority Addressed:** 

Goal:

Action Steps (From 4, 4a, 4b, & 4c)

**Timeline** 

Person(s) Responsible

Resources Required

**Funding Source** 

Professional Development Steps or Strategies to Support Action Steps (if applicable): (From 4, 4a, 4b, & 4c)

Parent & Community Member Involvement Strategies



# ACTION PLANS are "individualized" to District Needs

#### Plans from this district--

- Many High Priority Needs
- Minimal Capacity
- Limited Improvement

#### **Would be different from this district-**

- Few Priority Needs
- High Capacity
- Recent, Sustained Improvement

# 6. DEVELOP EVALUATION PLANS (Formative & Summative)

Goal (From Action Plan)

Action Steps (From Action Plan)

**Data Source** 

**Timeframe** 

**Procedures** 

Responsibility

Results (Used & Shared)

## 7. CONNECT CONSOLIDATED PLANNING & NEEDS ASSESSMENT TO THE FUNDING APPLICATION

The Consolidated Application Process is driven by

Doing what's right for our students

AND

Doing it in the right way.

### 8. ACT, EVALUATE, & ADJUST

It is difficult to tell when planning ends & implementation begins.

Implementation is a continuous cycle-planning, taking action, evaluating,
making adjustments, and directing
future actions.

SUMMARY OF RESULTS



### **CONSOLIDATED PLANNING STRATEGIES**

- ★ Enhanced professionalism
- ★ Celebrate success
- **★**Monitor progress



### CONSOLIDATED PLANNING STRATEGIES

- ★ Develop ways to solicit & use input from stakeholders
- ★ "Truth" telling
- Make data-based decisions
- ★Develop a school system culture that promotes inquiry

### CONSOLIDATED PLANNING STRATEGIES

- ★ Understanding, acknowledging, attacking, & persisting
- ★ Focusing specifically on the needs of students, families, & educators across the school system
- ★ Establishing effective means of communication & collaboration

## "Critical Success Factors" Characteristics of highperformance districts

Many districts have a way to go, but progress is being made.

Scott Thompson Kappan, March 2003

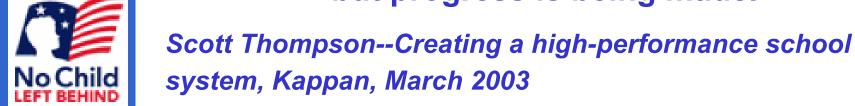




- the overwhelming majority of students regardless of their ethnic and socioeconomic backgrounds are meeting high standards of learning.
- interventions are decisive & effective in schools where student performance is declining.

Currently, no one district serving a diverse student population exhibits all the "Critical Success Factors" (characteristics of high-performance districts), but several districts exhibit many of them.

> Many districts have a way to go, but progress is being made.





### LEADERSHIP for LEARNING: Characteristics of High-Performing DISTRICTS

- \*SCHOOL IMPROVEMENT
- ★Ensure that administrative leadership & school faculties are fully committed and working persistently to making the expectations a reality.
- ★Provide assistance in collecting, organizing, managing, & analyzing data to identify high-priority student needs & productive actions to address the needs.
- \*Guide in designing well-aligned, system-level activities that focus on long term, incremental improvement of instructional effectiveness—which give direction to specific goals for individual schools.





- \*Establish and enforce expectations for participation of faculty & staff in TSIP improvement efforts & building administrators in district improvement planning and implementation.
- \*Hold administrative leadership & school faculties accountable for results on school improvement through regular monitoring, interactive feedback/problem solving sessions, & recognizing effort and improvement.
- \*Provide schools adequate & appropriate guidance, resources, support, & encouragement to achieve school improvement priorities.
- \*Establish clear processes to allocate resources & ensure their use to support staff performance & student achievement.





- ★ Protect schools from political or economic turbulence that might disrupt teaching and learning and hinder improvement efforts.
- ★ Encourage, support, and monitor improved results and goal-attainment efforts of school administrators.
- ★ Communicate student performance successes; recognize & reward contributions, improvements, & excellence; host celebrations at the district level that are models of what should occur in each school.
- ★ Follow guidelines for effective team performance focused on working collaboratively for the benefit of students (serving as a model for school leadership teams).





- ★ Exhibit open communication, professional risk taking, collaborative decision making, and timely follow through ensure districtwide emphasis on improvement priorities.
- \* Review recruitment, selection, and promotion policies periodically to assure that effective school administrators are hired and retained.
- ★ Review human resource policies periodically to assure that excellent teachers are hired and retained including members of cultural minority groups especially in culturally diverse settings.
- ★ Ensure that novice teachers, experienced teachers, & administrators are given strong support through effective mentoring practices, enriching professional development opportunities, & peer assistance.



# CURRICULUM & EXPECTATIONS LEADERSHIP INSTRUCTION ASSESSMENT ORGANIZATIONAL PROCESSES

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- ★ Learning First Alliance. BEYOND ISLANDS OF EXCELLENCE: What Districts Can Do to Improve Instruction & Achievement in All Schools
- ★Cotton, K. (1995). Research you can use to improve results. NWREL & ASCD. Alexandria, VA: Association of Supervision and Curriculum Development.
- ★ Thompson, S. (March 2003). Creating a highperformance school system. Kappan



# No Child Left Behind

